

# **“Big Deal at Gettysburg: The Value of Historical Places”**

## **Pre-Broadcast Lesson Plans, Post-Segment Discussion Questions, and Follow-Up Applications**

*This program and its accompanying materials were developed in accordance with the National Council for the Social Studies Curriculum Standards. Specifically, these lessons and program segments provide experiences within the following thematic strands:*

### **II. Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

### **III. People, Places, and Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

### **IV. Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity.

### **V. Individuals, Groups, and Institutions**

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

### **VIII. Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

### **X. Civil Ideals and Practices**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

## PART 1: The Spangler Farm

## Focus: Letters and Diaries

### BACKGROUND

Lessons to present *before* viewing Part 1

- **The Battle of Gettysburg** involves map-reading skills over the course of three days of battle;
- **The Spangler Farm** includes map of farm buildings, plus description of their uses (before and after the battle of Gettysburg);
- **Medical Vocabulary** lists and defines key Civil War era medical terminology.

### DISCUSSION

Sample questions for facilitated discussion immediately *after* viewing Part 1

- *What does it mean to VALUE something? Ellie and Josh both find value in the Spangler property. What is different about their ideas of value? How would each define “progress”?*
- *What are the various Civil War perspectives/experiences that can be studied at the Spangler Farm?*
- *What primary sources did the park ranger use to learn and teach about what happened there? Why do you think their writers took the time to describe the place in such detail?*
- *How did the letter and diary excerpts help Josh to connect to the soldiers and medical personnel? How did the actual buildings help him to understand the events that occurred there? Which perspectives might he have felt less connected to if the Spangler Farm buildings, and the letters and diaries written from there, were gone?*
- *Think about Ellie’s sarcastic remark “What are we going to do – save every place someone in the [Civil War] blew his nose?” What are some criteria that could change a building from simply “old” to “historical”?*
- *Do you think there is monetary value in the Civil War diaries and letters? Historical value? Can you have one type of value without the other?*
- *Do you relate most to Josh (historical value), Ellie (monetary value), or Ralph (indifferent)?*

### APPLICATIONS

Projects to assign for homework or to work on together during class time *between* Parts 1 and 2

- **Create a Postcard** for a place that has special significance to you personally;
- **Write a Letter or Diary Entry** as though you have just experienced a difficult life event;
- **Compare an 1863 Letter with a 2010 E-Mail.** How are they alike and different? What might someone learn from the e-mail example in 100 years? What can they not learn from an e-mail? Which type of communication is better for an historian?

# The Battle of Gettysburg

In the spring of 1863, the Confederacy found itself in a situation that called for action. The Confederate Army of Northern Virginia, commanded by General Robert E. Lee, had defeated the Union forces at Fredericksburg in December of 1862, however December was not the optimal time to give battle. At Chancellorsville in May of 1863, the Confederates again defeated the Union forces but the situation gave Lee little chance to follow up his victory. First of all, he was without a third of his army, and secondly his army would have had to cross a river in three places to resume the fight.



## JUNE 1863

Lee, therefore, began moving his army north in early June, hoping to draw his enemy to a better battleground and also to find desperately needed supplies in the rich Pennsylvania farmlands, which up until then had not been nearly as damaged by the war as the Virginia farmlands. Lee also reasoned that one or more decisive victories would increase pressure on the Northern government to seek a peace agreement with the South. Thus, Lee and his army moved into Pennsylvania during June and eventually converged in Chambersburg, about 22 miles west of Gettysburg.

## JULY 1, 1863



Neither General Lee nor General George Meade, new commander of the Union Army of the Potomac, had anticipated a battle at Gettysburg on July 1. But chance brought the two forces together. This first day's battle was a definite, but indecisive victory for the Confederates. They came with greater numbers initially from the west and the north, pushing the Union forces back through town. The Union troops retreated but regrouped on the high ground south of town – on Culp's Hill, Cemetery Hill, Cemetery Ridge, and Little Round Top – and formed a long defensive line shaped like a fishhook.

## JULY 2, 1863

On July 2, the Confederates struck both ends of the Union line. They hit hard, first at Little Round Top, the Peach Orchard, the Wheatfield, and Devil's Den. Then they struck at Culp's Hill and Cemetery Hill. But with high ground and craggy rock formations in their favor, the Union troops held out against these attacks, and the Confederate forces fell back and reformed once again along Seminary Ridge.

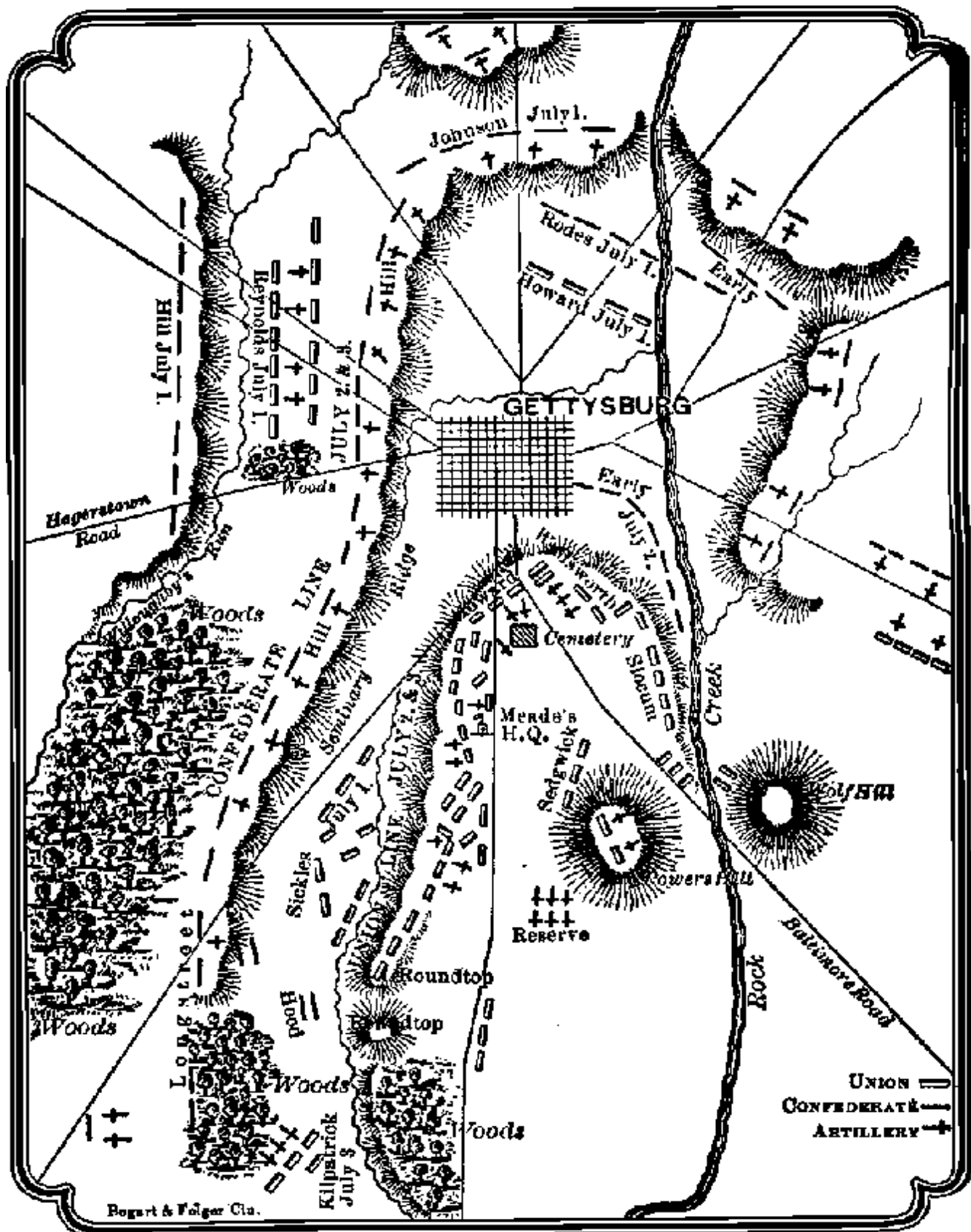
## JULY 3, 1863

On July 3, General Lee again attacked the Union forces. But this time he struck at the center of the Union line since the fighting on the previous day had demonstrated the strength of the Union flanks or ends. In this massive assault, now popularly known as Pickett's Charge, the Confederates attacked the Union troops on Cemetery Ridge. But the Union soldiers, after a horrific but courageous fight from both sides of the battle line, held once again and pushed the Confederates back to their original position on Seminary Ridge. The Battle of Gettysburg was over.

## 1863-1865

The remnants of the Confederate army retreated back to Virginia with the Union army in slow, but persistent, pursuit. The three-day battle left a staggering toll of 51,000 casualties (wounded, killed, missing, or captured), divided nearly equally between the two armies. The Confederates never again reached the military strength that they held at Gettysburg, yet the war raged for two more long years.

# The Battle of Gettysburg



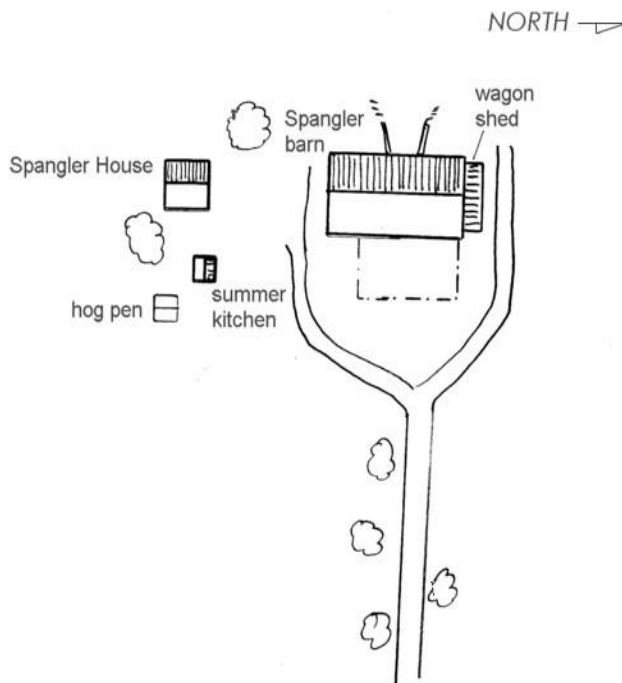
# The George Spangler Farm

## Family Farm and Civil War Hospital

The characters in “Big Deal at Gettysburg” will first visit an old farm. During the Civil War, this farm belonged to a man named George Spangler and his wife, Elizabeth. Like most Gettysburg farms, this one was large enough to provide the family with almost everything they needed for survival – fields for crops and buildings for animals and farm equipment.

The Spangler’s barn was a typical Pennsylvania bank barn – built on a hill with hay storage on the upper floor as well as a large threshing floor. Threshing is the process by which the seeds of grain are separated from their stalks. In the 1860s, this job was completed with an instrument called a flail. The

flail was used to beat down on the piles of wheat, causing the seeds to drop off. On each end of the threshing floor were two wide doors that were swung open to allow a strong breeze to circulate through the barn. As the farmers beat down on the stalks of grain, the breeze would carry away the lighter pieces of stalk and dust, and allow the heavier seeds of grain to fall off and gather into the center of the barn floor, which curved slightly downward from the doors.



The Spanglers, like most farm families, also had a summer kitchen where they prepared meals over an open fire outside of the main house, and thereby keeping that main house cool and safe, as well as hog pens and chicken houses, a smoke house for preserving their meats, and plenty of land to grow food for their livestock and themselves.

During and after the battle of Gettysburg, the Spangler’s farm was in a perfect location to be used as a hospital to care for many of those wounded in battle – it was close enough and with road access for the wagon-ambulances and yet out of the range of fire, and it had large open buildings such as the house and barn for shelter. There were also extra food and supplies, plenty of water, and food preparation areas. There were a total of 1,400 wounded from the Union army Eleventh Corps cared for in this hospital and others nearby. According to Civil War historian, Gregory A. Coco, the George Spangler Farm “stands as the best example in the entire area of an Adams County Civil War era farm used as a major field hospital”.

# CIVIL WAR MEDICAL VOCABULARY

## Camp Terms

- bloodletting:** procedure of draining some blood from a sick person to rid the body of disease. This once popular theory and procedure was dying out by the time of the Civil War.
- cathartic:** a medication that produced an emptying of the bowels.
- dessicated vegetables:** army ration consisting of dried vegetables, lacking flavor and most nutritional value.
- dysentery:** disease of the intestines which caused severe diarrhea and abdominal cramping; common among soldiers, and thousands died from it during the war.
- fatigue:** exhaustion; weariness.
- hygiene:** rules to preserve health; for soldiers this meant bathing once a week and airing out their tents.
- latrine:** a toilet for the use of many people; in the Civil War latrines consisted of large holes in the ground covered daily with some dirt.
- malingering:** faking illness to get out of military duty.
- purgings:** ridding the body of waste, such as emptying the stomach or the bowels, by using medications.
- Quinine:** “wonder drug” of the Civil War era; this bitter-tasting chemical, made from a specific type of tree bark, was used to treat many sicknesses including diarrhea and fevers.
- ration:** fixed daily allowance of food for one soldier, issued by the government.
- Sick Call:** a process by which the sick lined up outside a tent to be examined and maybe given medication.

## Battlefield Terms

- ambulance:** four-wheeled (or two-wheeled) wagon used to move the sick and wounded after battles.
- anesthesia:** substance (ether or chloroform) used to make patients unconscious during surgery.
- casualty:** a person killed, wounded or captured during a battle.
- dressings station:** makeshift area close to the battle where a medical officer gave first aid treatment.
- evacuation:** a removal of things, in this case of injured soldiers from the fields of battle.
- field hospital:** a temporary hospital established in times of battle in a house or barn or even out in the open, with tents and supplies brought in to tend to the wounded.
- ligature:** tying the ends of blood vessels in the body to stop bleeding; wire or silk thread was often used.
- litter:** a stretcher for carrying the sick or wounded.
- Minie ball:** The cone-shaped bullet fired from rifled-muskets during the Civil War. It was made of soft lead, and caused a great deal of damage to human bodies.
- mortal wound:** a wound that eventually results in death.
- scalpel:** a small, sharp, knife used by surgeons to cut through skin and other soft tissue.
- shrapnel:** scattered fragments of an exploding artillery shell.

- tourniquet:** device which wraps around an arm or leg and is tightened to control bleeding.
- triage:** system designed to evacuate and treat casualties so that those who most need medical attention get it first.

## **Hospital Terms**

- amputation:** surgical operation used to remove an arm, leg, hand or foot; most common Civil War operation.
- delirium:** altered state of mind that may include bizarre dreams and speech; the state of being “out of it”.
- fatality:** a death caused by the battle or the war.
- furlough:** permission granted to a soldier to leave his unit, usually to return home. A medical furlough was given when the soldier needed prolonged rest before returning to health.
- gangrene:** severe infection of a wound when its edges become dead and blackened. The dead tissue gave off a horrible odor, similar to the smell of spoiled meat.
- general hospital:** large hospital located usually in a major city. Soldiers were sent there by train to recover before they were sent home or back to their regiment.
- hospital train:** train made up of cars especially constructed to transport sick and wounded soldiers.
- morphine:** powerful pain-killing drug used during the Civil War; soldiers could become addicted to it.
- pension:** periodic payment from the government to disabled soldiers whose ability to perform their jobs had been affected by their military service, for example a battle wound.
- prostheses:** an artificial substitute for a missing part of the body, such as an arm or leg.
- steward:** a man in each regiment assigned various medical duties, such as giving out medications.
- sutures:** silk thread stitches used to sew up wounds.
- tonic:** liquid substance created with various ingredients in order to invigorate the patient.

## **What's *Your* Diagnosis?**

**Pretend that you are an army surgeon, and use three of the above words in a sentence.**

**The following words are in alphabetical order;  
put them in *sequential* order as if you were a wounded soldier?**

**ambulance, amputation, anesthesia, dressing station, field hospital, furlough, general hospital,  
hospital train, litter, prostheses, shrapnel.**

## PART 2: The Town

## Focus: Buildings and Artifacts

### BACKGROUND

Lessons to present *before* viewing Part 2

- **The Town of Gettysburg** includes journal entries from several young Gettysburg citizens;
- **Abraham Lincoln's Gettysburg** provides narrative activities for Lincoln's two-day visit;
- **Career Cards** provides a look at the career profiles of the experts interviewed in the program.

### DISCUSSION

Sample questions for facilitated discussion immediately *after* viewing Part 2

- *Can anyone summarize what happened in this segment? What is motivating Ellie? Josh? Ralph? Has anyone yet changed their ideas of property value since they came to Gettysburg?*
- *How were the train station and the Wills House used during and after the battle of Gettysburg? Which building do you think has more monetary value? Historical value?*
- *If Ellie succeeds in converting these buildings to a shopping area and luxury hotel, what are the pros and cons for the local and the national community? Create a chart or Venn diagram with your response.*
- *Are the stories about the battle aftermath and Lincoln's visit important for Americans to know? Why or why not? Are they more, less or equal in importance to the stories from the battle?*
- *What was the most significant artifact on display at the David Wills House, in your opinion? How do the artifacts help to tell the story of the building? How could the story be told without the artifacts or the building?*
- *Josh pointed out that the Lincoln bedroom helped him to see Lincoln as a real person. Why do you think he felt this way? What helped him feel a deep connection to Lincoln?*
- *To which character did you most relate during this segment?*

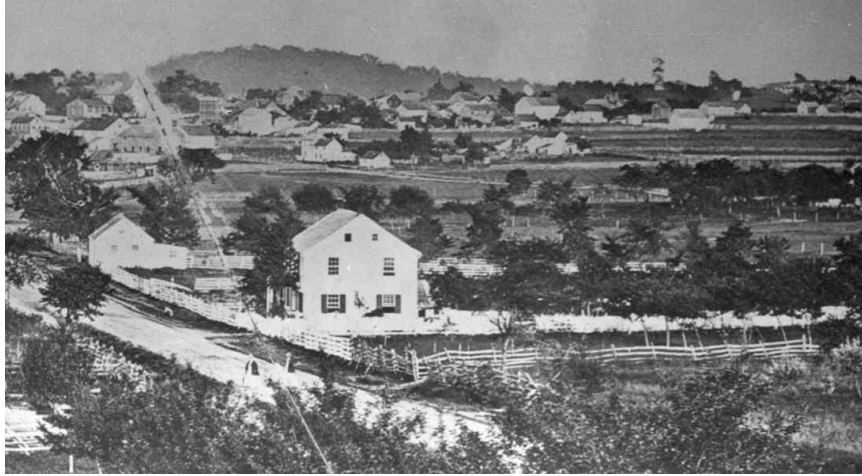
### APPLICATIONS

Projects to assign for homework or to work on together during class time *between* Parts 2 and 3

- **Take Pictures** of the three most important buildings in your town or county, and write captions that explain their significance;
- **Choose an Object** from your room or house that is important to you. Why is it so important to you? Would you ever think of giving it away or selling it? Why or why not? Explain your object to the class;
- **Create a Journal Entry** as though you are a young student in Gettysburg during Lincoln's visit. Tell about the events of November 18 and 19, and include references to the two buildings and the (now) artifacts that you learned about during Part 2.



# The Town of Gettysburg



In this lesson, students will learn about some of the people who were living in and around Gettysburg during the battle. They will hear their words, and can then analyze these primary sources with the discussion questions below.

## Procedure:

1. Divide the class into five groups and assign each group one of the Gettysburg citizen profiles. In their small groups, they should read aloud the written profile and writings, and then together answer the Questions for Discussion.
2. One person from each group should report out to the rest of the class. Compare and contrast the experiences of these various civilians. A bulletin board of the town of Gettysburg and its citizens can be made from these reports, to serve as a reference for the writing assignments below.
3. Assign students one of the following creative writing assignments:
  - a.) As a reporter, write a newspaper article about the aftermath of the battle of Gettysburg and its effects on the townspeople. “Interview” at least two of the profiled individuals, using their actual words whenever possible.
  - b.) Pretend you are the mayor of Gettysburg and write a speech to help your townspeople make sense of all the destruction and have the strength to clean up and go on with their lives.
  - c.) Create a One-Act Play with the setting being the town square of Gettysburg after the battle of Gettysburg. Have some or all the profiled individuals meet there to discuss the tragedy and what they will do about it.
  - d.) Write a letter to a loved one as one of the Gettysburg individuals, describing what your town looks like and what you went through.
  - e.) Make an artist’s sketch of some of the destruction around the town of Gettysburg after the battle, referencing the writing of the people who lived there.

## Questions for Discussion:

- When did your Gettysburg civilian realize that the armies were going to fight a battle near his or her home? How did he or she know?
- How did he or she begin to prepare for the battle and the safety of his or her family?
- What kind of emotions did he/she feel at the time?
- What could he or she tell about what was going on with the battle?

- What kinds of things did he or she do to help, if any?
- What did he or she think of the appearance and conduct of the Union troops? Of the Confederate troops? What might have influenced these opinions?
- How close in time to the actual events did this person write about the battle and its aftermath? Do you think that affected the accuracy of the account? If so, how?

## Daniel Alexander Skelly



Daniel Skelly was 18 years old and one of the seven children of Master Tailor Johnson Skelly and his wife Elizabeth. The family lived near the Fahnestock Brothers General Store, the largest store in town. In late June 1863, Daniel was working as a clerk at the store. Here's some of what he wrote . . .

*The month of June, 1863, was an exciting one for the people of Gettysburg and vicinity. Rumors of the invasion of Pennsylvania by the Confederate army were rife. We knew the Confederate Army, or a part of it at least, was within a few miles of our town and at night we could see from the housetops the campfires in the mountains 8 miles west of us. We expected it to march into our town at any moment . . . We little dreamed of the momentous events which were soon to happen right in our midst.*

July 1 – Daniel sits atop a tree on the Mummasburg Road, with a friend.

*We could hear distinctly the skirmish fire in the vicinity of Marsh Creek, about three miles from our position. Shot and shell began to fly over our heads. Being anxious to see more of the battle, I concluded I would go up on the observatory on the store building . . .*

*At about 10 AM, I observed General Howard and his staff coming down Baltimore Street from the south of the town. I went down and told them that if they wished they could go up on the observatory of the store building. Upon reaching the housetop, the general, with his field glass, made a careful survey of the field west and northwest of the town; also the number of roads radiating like the spokes of a wheel from the town.*

He leaves store and heads toward the town square, called the Diamond.

*We went down to the McCurdy warehouse, just below the railroad, where the wounded were being brought in from the First Corps, then engaged west of the town. No provision had yet been made for their care in the town and they were laid on the floor. Then the court house as well as the Catholic, Presbyterian and Reformed churches and the school house on High Street received the injured soldiers, until those places had reached their capacity, when private homes were utilized, citizens volunteering to take them in and care for them. I went into the court house with buckets of water and passed from one to another of the wounded, relieving them as best we could under the circumstances.*

July 2

*I spent the afternoon in the yard back of the Fahnestock store on West Middle Street. . . About 4 o'clock, our conversation was interrupted by a terrible cannonading off to the southwest of the town . . .*

*Our town being in the hands of the Confederates and cut off from all communication with the outside world, we knew nothing about our army. I slept in a room above the Fahnestock Store, with a number of other boys. This room had a window in it opening out to the street. . . Not making any light we would remain quietly at the window trying to catch the conversation of the Confederate soldiers who were lying on the pavement below the window.*

July 3

*And then an ominous calm ensued. What did it mean? We did not know, nor could we surmise . . . The alleys and street leading up toward the cemetery were barricaded and the Confederate soldiers behind them in line of battle, were preparing to defend any attack from Cemetery Hill.*

July 4

*About 4 A.M., there was another commotion in the street. Going hurriedly to the window, I looked out. Ye gods! What a welcome sight for the imprisoned people of Gettysburg! The boys in blue, marching down the street, fife and drum corps playing, the glorious Stars and Stripes fluttering at the head of the lines.*

July 5

*On this morning, my friend met me on the street and told me that down at the Hollinger warehouse they had a lot of tobacco. 'We can buy it and take it out and sell it to the soldiers.' (They were still in their lines of battle.) We had little spending money but we concluded we would try and raise the cash in some way. I went to my mother and consulted her about it and she loaned me ten dollars. Gus also got ten, all of which we invested in the tobacco. We cut it up into ten pieces and each of us took a basket full and started out. The soldiers helped us over the breastworks with our baskets and in a short time they were empty and our pockets filled with ten cent pieces. The soldiers told us to go home and get some more tobacco, that they would buy all of our supply, and paying back our borrowed capital, we each had more money than we ever had before in our lives.*

#### Aftermath

*Emergency hospitals were set up on the field. Surgeons were busily at work with the restricted equipment at their command, performing the necessary amputations among the severely wounded men remaining in the hospitals. The desperately wounded were being cared for, many of them dying and being carried away for burial or friends taking charge of their bodies.*

*Fahnestock Brothers received numerous inquiries about wounded soldiers who were scattered over the field in the hospitals. With Mrs. Fahnestock, I frequently rode back and forth among these stations, looking for wounded men about whom information was sought. Sometimes it was difficult to locate them.*

*Fences were all destroyed. Shot and shell, guns, pieces of shells and bullets were strewn about the fields in every direction. The Trostle house was entirely deserted. In their kitchen, the dinner table was still set with all the dishes from the meal, and fragments of food remained, indicating that the family had gotten up from their meal and made a hurried getaway. On the Codori farm, there were still some dead Confederates who had not been buried. They were lying on their backs, their faces toward the heavens, and burned as black as coal from exposure to the hot sun.*

Daniel Skelly lived in Gettysburg the rest of his life, writing the memoirs quoted here in 1932. He continued working at the Fahnestock Store, eventually taking over its operation.

## Matilda “Tillie” Pierce



Tillie Pierce was 15 years old at the time of the battle of Gettysburg. She was the daughter of butcher James Pierce and his wife Margaret. With her parents and younger brother, Franklin, age 14, Tillie lived on South Baltimore Street. She also had two older brothers, James and William. Tillie was a student at the Eyster School for Young Ladies, also located in town. She was at the school when the Confederate soldiers entered the town on Friday, June 26.

Friday, June 26

*What a horrible sight! There they were, human beings! Clad almost in rags, covered with dust, riding wildly, pell-mell down the hill toward our home! Shouting, yelling most unearthly, cursing, brandishing their revolvers, and firing right and left.*

Tuesday, June 30 – Union soldiers arrived in Gettysburg

*A crowd of ‘us girls’ were standing on the corner as these soldiers passed by. Desiring to encourage them who, as we were told, would before long be in battle, my sister started to sing the old war song “Our Union Forever.”*

Wednesday, July 1

*Our neighbor, Mrs. Schriver, called at the house and said she would leave the town and go to her father’s, who lived . . . at the eastern slope of the Round Top. Mr. Schriver, her husband, was then serving in the Union army, so that under all the circumstances at this time surrounding her, Mrs. Schriver did not feel safe in the house. She required that I be permitted to accompany her.*

*We started on foot; the battle still going on. As we were passing along the Cemetery hill, our men were already planting cannon. They told us to hurry as fast as possible, that we were in great danger of being shot by the Rebels, whom they expected would shell toward us at any moment. We fairly ran to get out of this new danger.*

Tillie and her party reach the Round Tops.

*After the artillery had passed, infantry began coming. I soon saw that these men were very thirsty and would go to the spring which is on the north side of the house. Obtaining a bucket, I hastened to the spring, and there, with others, carried water to the moving column until the spring was empty.*

*Now the wounded began to come in greater numbers. Some limping, some with their heads and arms in bandages, some crawling, others carried in stretchers or brought in ambulances. Suffering, cast down and dejected, it was truly a pitiable gathering.*

Thursday, July 2

*Several field officers came into the house and asked permission to go up on the roof in order to make observations. They opened a trap door and looked through their field glasses at the grand panorama spread out below. By and by, they asked me if I would like to look. The country for miles around seemed to be filled with troops; artillery moving here and there as fast as they could, long lines of infantry forming into position, officers on horseback galloping hither and thither. It was a grand and awful spectacle.*

Friday, July 3

*Carriages were waiting out at the barn, to take us off to a place of safety. When we reached the carriages, and were about to get in, a shell came screaming through the air directly overhead. I was so frightened that I gave a shriek and sprang into the barn. Even with their suffering the poor fellows could not help laughing at my terror and sudden appearance. One of them near me said: ‘My child, if that had hit you, you would not have had time to jump’.*

Tillie and the Schrivvers leave for a time, but then later return to the Weikert farm near the Round Tops.

*When we entered the house, we found it completely filled with the wounded. We hardly knew what to do or where to go. I remember that Mrs. Weikert went through the house and after searching awhile, brought all the muslin and linen she could spare. This we tore into bandages and gave them to the surgeons to bind up the poor soldiers' wounds.*

*By this time, amputating benches had been placed about the house. I saw them lifting the poor men upon it, then the surgeons sawing and cutting off arms and legs, then again probing and picking bullets from the flesh. To the south of the house and just outside the yard, I noticed a pile of limbs higher than the fence. It was a ghastly sight!*

Saturday, July 4

*On the summits, in the valleys, everywhere we heard the soldiers hurrahing for the victory that had been won.*

Tuesday, July 7

*. . . in company with Mrs. Schriver and her two children, I started off on foot to reach my home. The whole landscape had been changed and I felt as though we were in a strange and blighted land.*

Aftermath

*I . . . often found myself by the bedside of the wounded. One lady who was stopping at our house (was) a Mrs. Greenly. Her son lay suffering at the hospital. . . After the operation had been performed, her son sank rapidly. At last came the words "Mother! Dear Mother! Good bye! Good . . ." and it was all over. Her darling boy lay before her in the embrace of death; but a mother's tender love had traced a peaceful smile upon his countenance.*

Tillie Pierce was 15 at the time of the battle; she wrote and published her account of it in 1888. In the meantime, she married attorney Horace Alleman in 1871, moving with him to Selinsgrove, Pennsylvania. The Allemans had three children. Tillie died in 1914.

## Sarah Broadhead

Sarah Broadhead was a 30 year old homemaker at the time of the battle of Gettysburg. She lived in town with her husband, Joseph and daughter, Mary. She was accustomed to following the war since her brother Paul was serving in the Union army. Now, however, the war moved north and into her own town. On June 15, 1863, Sarah started a diary because she was “bored, filled with anxieties and apprehension.” Here is what she wrote:

*June 26*

*They came in on three roads, and we soon were surrounded by them. We all stood in the doors whilst the cavalry passed, but when the infantry came we closed them, for fear they would run into our houses and carry off everything we had, and went up stairs and looked out the windows. The Rebel band were playing Southern tunes in the Diamond [the town square]. I cannot tell how bad I felt to hear them, and to see the traitor's flag floating overhead.*

*June 27*

*I passed the most uncomfortable night of my life. My husband had gone in the cars to Hanover Junction, not thinking the Rebels were so near, or that there was much danger to their coming to town, and I was left entirely alone, surrounded by thousands of ugly, rude, hostile soldiers, from whom violence might be expected.*

*June 30*

*My husband came home last night at 1 o'clock, having walked from Harrisburg, thirty-six miles, since 9 o'clock of yesterday morning. His return has put me in good spirits.*

*July 1*

*As we passed up the street we met wounded men coming in from the field. When we saw them, we, for the first time, began to realize our fearful situation and anxiously to ask, 'Will our army be whipped?'*

*July 2*

*It seemed as though heaven and earth were being rolled together. For better security we went to the house of a neighbor and occupied the cellar, by far the most comfortable part of the house. Whilst there a shell struck the house, but mercifully did not burst, but remained embedded in the wall, one half protruding. About 6 o'clock the cannonading lessened, and we, thinking the fighting for the day was over, came out. Then the noise of the musketry was loud and constant, and made us feel quite as bad as the cannonading, though it seemed to me less terrible. Very soon the artillery joined in the din, and soon became as awful as ever, and we again retreated to our friend's underground apartment . . .*

*We know not what the morrow will bring forth, and cannot even tell the issue of to-day.*

*July 3*

*Who is victorious, or with whom the advantage rests, no one here can tell. It would ease the horror if we knew our arms were successful.*

*July 4*

*I heard a great noise in the street and going to the door I saw a Rebel officer on horseback hallooing to some soldiers on foot to 'Hurry up, the Yankees have possession of the town and all would be captured.' I looked up street and saw our men in the public square and it was a joyful sight, for I knew we were now safe.*

July 7

*Early this morning I went out to the Seminary . . . What horrible sights present themselves on every side, the roads being strewn with dead horses and the bodies of some men, though the dead have nearly all been buried, and every step of the way giving evidence of the dreadful contest.*

*I assisted in feeding some of the severely wounded, when I perceived that they were suffering on account of not having their wounds dressed. I procured a basin and water and went to a room where there were seven or eight, some shot in the arms, others in the legs, and one in his back, and another in the shoulder. I asked if anyone would like to have his wounds dressed? Someone replied, 'There is a man on the floor who cannot help himself, you better see to him.' Stooping over him, I asked for his wound, and he pointed to his leg. Such a horrible sight I had never seen and hope never to see again. His leg was all covered with worms.*

*We fixed the man as comfortably as we could, and when the doctor told me he could not live, I asked him for his home, and if he had a family. He said I should send for his wife, and when I came home I wrote to her, but I fear she may never see him alive, as he is very weak, and sinking rapidly . . . I am being more used to sights of misery. We do not know until tried what we are capable of.*

July 9

*A man called to-day, and requested me to take into our house three wounded men from one of the field hospitals. I agreed to take them, for I can attend to them and not be compelled to leave my family so long every day as I have done. I am quite anxious to hear the condition of the man at the Seminary whose wife I sent for.*

July 10

*This morning I again visited the Seminary . . . I miss many faces that I had learned to know, and among them the man whose wife I had written to. A lady stayed with him until he died, and cut off a lock of his hair, which she gave me for his wife.*

July 11

*The day has been spent in caring for OUR men. We procured clean clothes from the Sanitary Commission, and having fixed them up, they both look and feel better, though their wounds are very painful. The atmosphere is loaded with the horrid smell of decaying horses and the remains of slaughtered animals, and, it is said, from the bodies of men imperfectly buried.*

July 12

*To-day the lady I sent for came to see her husband. I never pitied anyone as I did her when I told her he was dead. I hope I may never again be called upon to witness such a heartrending scene. The only comfort she had was in recovering the body, and in tears she conveyed it to the resting-place of her family. This is Sunday, but since the battle we have had no Sunday. The churches have all been converted into hospitals . . . and there is nothing but the Almanac to remind us of the day of rest.*

July 14

*It is now one month since I began this Journal, and little did I think when I sat down to while away the time, that I would have to record such terrible scenes as I have done.*

Sarah and Joseph Broadhead eventually returned to her native New Jersey, where Joseph was in the coal business. After Joseph died in 1903, Sarah lived with their daughter, Mary, in Rathmill, Pennsylvania, where she died on May 21, 1910. She is buried in Pleasantville, New Jersey.



## Michael and Henry Jacobs

Professor Michael Jacobs was 55 years old at the time of the battle of Gettysburg. He was a professor of mathematics and natural philosophy at Pennsylvania College (now Gettysburg College), and continued to record the temperature and weather conditions through the battle. He had a wife named Julia and four children.

Professor Jacobs' oldest son was 18 year old Henry, a student at the Lutheran Theological Seminary. Michael also wrote about what he saw and heard of the battle of Gettysburg and its aftermath. Living in town, both father and son had unique perspectives of the battle because of their education and access to instruments such as telescopes to observe the action.

On June 30, Professor Jacobs recorded the following:

*I took the telescope to the Lutheran Theological Seminary, west of the town, and went to the observatory. Wherever the mountainsides held clearings, smoke curled upward. About the fires, I could see men walking, attending to camp chores, cooking – all the activities of an army held in leash.*

On July 1, the first day of the battle, the professor recorded:

*All through the first day, the entire sky was covered with clouds, cumulostratus at 7:00 a.m. and 2:00 p.m.; and cirrostratus at 9:00 p.m. A very gentle breeze (2 miles per hour). Thermometer readings:*

7:00 a.m.	2:00 p.m.	9:00 p.m.
72	76	74

Henry reported his observations about the first day of the battle as well:

*Along the Taneytown road, a large body of Union soldiers marched. My father joined me as I watched them. They were Reynolds' Corps, making quick time to the scene of action, systematically pressing onward in the most direct line possible.*

Watching through a small cellar window, Henry witnessed the Union retreat through town:

*As I stared from the window, I saw a Union soldier running, his breath coming in gasps, a group of Confederates almost upon him. He was in full flight, not turning or even thinking of resistance. But he was not surrendering, either. 'Shoot him, shoot him,' yelled a pursuer. A rifle cracked and the fugitive fell dead at our door. One after another fell that way in the grim chase from the Carlisle Road.*

*By 5 o'clock that afternoon, Gettysburg was fully in the enemy's possession. Dole's Brigade in Ewell's Corps, quartered itself in our neighborhood. They tore down our fences to let the troops pass readily; but the harshest critic would find it difficult to find fault with their conduct. They were Georgians, all gentlemanly, courteous and as considerate of the townspeople as it was possible for men in their possession to be.*

*The college and seminary were crowded with the wounded. But it seemed as though a merciful hush has been laid on the warring passions of mankind. I lay down to sleep amid that stilled world, when, out where the battle had rages, I heard a wounded forsaken soldier crying in his soft southern voice, 'Water . . . water' he kept calling; and that solitary cry, racked the very heart.*

July 2

As a scientist, the Professor continued to record the weather conditions despite the battle:

*At 8:00 a.m., the sky still covered (cumulostratus clouds); at 2:00 p.m., sky 3/10 clear. At 9:00 p.m. there were cirrus clouds, Thermometer readings:*

7:00 a.m.	2:00 p.m.	9:00 p.m.
74	81	76

But Henry continues to observe the armies:

*The bullets flew everywhere around our house and our family went down to the cellar with only a brief excursion by my father and myself. He proposed that we two go into the yard in the rear of the house to hear the cannonade. We hadn't*

*been there an appreciable time when the bullets that flew around us made us retreat hastily to the refuge of the cellar. There the safety was enough to keep us all unhurt.*

July 3

The Professor records:

*At 8:00 a.m., sky again completely covered with cumulostratus clouds; at 2:00 p.m., only 4/10 of heavens are covered, at 9:00 p.m. 7/10 cumulus. Thunderstorm in the neighborhood of 6:00 p.m. The thunder seemed tame, after the artillery firing of the afternoon. Thermometer readings:*

*7:00 a.m.  
73*

*2:00 p.m.  
87*

*9:00 p.m.  
76*

Henry writes:

*My father looked at his watch and said: 'We must all go into the cellar.' We complied, and then began the terrific artillery duel of Friday afternoon, unequaled, I believe, for sound and fury in the annals of war . . . We would distinguish three distinct sounds in the roar of noise: first came the deep-toned growl of the gun, then the shriek of the flying shell, then the sharp crack of its explosion.*

*My father, taking the small but powerful telescope, hastened to the garret and trained it on Seminary Ridge. There, as though he were almost upon them, he beheld that sublime heroism of the day forming for its gigantic disaster. He saw Pickett's division swinging into its position – a long line in readiness for the forward movement. 'Quick!' my father called to me. 'Come! Come! You can see now what in all your life you will never see again.'*

July 4

Henry describes the scene:

*To the west of the town, there was a little run of water at the Hagerstown Road. At that run, the Confederates had left a line of pickets whose rifles covered the street intersection at our door.*

*My sister, Julia, was only 16 years old . . . She stood the situation as long as she could. Then she went to the front door of our house, from which approaching Union soldiers could see her, and began to call to them as they approached the corner" 'Look out! Pickets below! They'll fire on you!'*

*After some time the riflemen at the Hagerstown Road, only three squares away, realized how she was foiling their best marksmanship. They turned their guns on her. They could not hear her cries of warning, but they had seen her standing there, and the actions of their foes . . . perhaps, too, some warning gestures of hers made evident she was the danger signal . . . When the bullets began to frame her where she stood at the threshold of the door, she retreated a few steps into the hall and called here warning still.*

*The two forces of duelists lay in their positions until dark, banging away at each other. And we in the house, after we had a chance to speak to the new arrivals, felt the first sense of security we had known for days in the retreat of the Confederate forces, mingled with a rising sense of awe as we learned what a momentous battle had been fought around us.*

Henry became one of the first people to publish a citizen's description of the great battle. Eighteen years old at the time, Henry followed his father's footsteps into academia, eventually becoming the Reverend Dr. Henry E. Jacobs, dean of the Lutheran Theological Seminary in Gettysburg.

## Elizabeth Thorn

Elizabeth Thorn was born in Germany, but was an American by the time of the battle of Gettysburg. She married another German immigrant, Peter, eight years prior to the battle. Together they cared for the local town cemetery, the Evergreen Cemetery, until Peter left to fight for the Union army. Now it was up to Elizabeth to care for the cemetery, her aging parents, and her three children: Fred age 7, George age 5, and John age 2. At the time of the battle of Gettysburg, Elizabeth was six months pregnant with their fourth child.

July 1

Elizabeth is fast baking bread, and soldiers are devouring it as they rush towards battle. She and her parents and children are also keeping many tin cups filled with water from the pump for the soldiers as they pass. Everyone goes to the cellar of the gatehouse (where they live), except Elizabeth, who convinces an officer to let her show him the countryside, which will greatly help the army to fight the battle; she stays in the “safe side of the horse” for protection as they ride around the area.

*I told my father and mother what I had done and they were afraid I would get into trouble and I sat with them awhile to quiet them. I could not remain still long as I wanted to know what was goin on. So I went upstairs. On the steps I tramped in plaster and looking up I saw where a shell had entered the room. It was one of the few shells fired from Benner's Hill on that day and had bursted outside.*

Later, Elizabeth cooks dinner for Generals Howard, Sickles and Slocum.

*I had put some meat for safe keeping down at the home of Captain Myers and I went down there about dark to get some of it. There were four hams and a shoulder there. The house was filled with wounded soldiers and none of the family was about. I saw a lot of men lying in rows and six of them did not move and that scared me and I took a nervous chill and hurried home without any meat.*

General Howard tells her to pack up her things, and she began putting some items in the cellar for safekeeping. At 6 a.m. an officer burst in and ordered that they evacuate immediately and move south along Baltimore Pike. With shells bursting around them, the family moved to the Musser's farm near Rock Creek.

July 2

Elizabeth and her father are worried about their home and try to get back to check on the hogs around midnight. Before they leave, a wounded soldier raises up on his elbow and motions for her.

*He showed me a picture with three boys and he told me they were his boys and asked whether I wouldn't allow my boys to sleep in his arms. Father said it would be too sad not to oblige him and I gave him the boys – they lay down beside him, the youngest nearest him and Mother took her place in the corner.*

*Father and I went out to go home. We came to a guard who did not want to let us through but I told him we had left our place and all our things in a hurry and Mother wanted a pillow and he let us go then. As we came to the cemetery we heard the groans of the wounded. Father went down to let out the hogs but he could not find them. The old stable, pig pen and all wood had been used by soldiers to make fires to cook by. Even six scaps of bees were gone.*

*Father and I tried to go into the house but we were stopped. We were told that wounded men were inside and that we should make no light as it might make the wounded soldiers restless. We said we would get what we wanted without a light and we felt around. Father got a shawl and I a quilt.*

It was decided then to move the family further away from the Mussers' home for better safety from the battle.

July 3

*I carried the smallest boy and the (Baltimore) Pike being jammed with soldiers and wagons of all kinds, it was hard to move. We reached the White church and was a lot of town people there. Some of us made up our minds to go over to Henry Beitler's and walked there. When we reached the Henry Beitler place, Father said he was getting weak, we had nothing to eat and drink that day.*

*Mrs. McKnight was then with us. She and I agreed we would hunt through the house for something to eat like the army men. We went into the cellar and found a barrel. While I held the lid up, Mrs. McKnight ran her arm in almost to the elbow and brought it out covered with soft soap. That was the first laugh we had that day. After washing the arm, we went hunting again and found two crocks of milk, and helping ourselves, we softened the crust of our loaf of bread, and it was soon eaten and we were still hungry.*

*There were some soldiers in the front part of the house and Mrs. McKnight and I went around to the front and rapped at the door. An officer came out and asked us what we wanted. He had been in town and said to us, 'Did you know Jennie Wade?' I said I knew her, that she lived near my home. He then told us she got killed.*

July 7

The family returns to their home, which is now destroyed.

*We saw some of our furniture going by on some wagons and my boys wanted me to go out and stop it.*

*Everything in the house was gone except three feather beds and a couple of pillows. The beds and a dozen pillows we had brought from the old country were not fit to use again. The legs of six soldiers had been amputated on the beds in our house and they were ruined with blood and we had to make way with them.*

*It was a busy time for father and me when we got back. We would get orders to dig graves and father and I dug 105 graves for soldiers in the next three weeks. When I left home the first time I had put on a heavier dress than usual and when we got back there wasn't a single piece of our clothing left. I loved in that dress for six weeks.*

*Sixteen soldiers and one colored man had been buried in the garden near the pump house. In one field lay fifteen dead horses and in the other field nineteen dead horses. They were right beside the cemetery and were not buried and the stench was awful. For days I could hardly eat because of the disagreeable odor.*

*For all the extra work of burying the soldiers we never received any extra pay from the cemetery or from any other source, only the monthly salary of \$13.00.*

Elizabeth Thorn told of the days surrounding the battle to a local newspaper in 1905. Peter Thorn survived the war, then resigned as Cemetery keeper in 1874. The Thorn family moved to a farm down the road. Peter died in January of 1907, and that October Elizabeth died as well. They are both buried at Evergreen Cemetery, near the soldiers that Elizabeth had buried years before.

# Abraham Lincoln's Gettysburg

*Have your students read (or read aloud for younger students) the following selection from David Herbert Donald's book Lincoln.*

*Then, complete the activities below which will focus students' attention on the power and importance of historic buildings and artifacts.*

## Student Activity #1:

Divide a blank sheet of paper into two columns. List all of the buildings/places mentioned in the reading in this reading in the left column. In the right column, rank the order of importance for their preservation, if they all still exist. (You will discover during the broadcast which buildings still exist.)

[Answers include: train, train station, Wills's mansion, room in the mansion where Lincoln stayed, Secretary Seward's room,  $\frac{3}{4}$  mile path to cemetery, the cemetery, the speakers' platform, the White House.]

## Student Activity #2:

List all of the objects (and potential future artifacts) mentioned in this reading in the left column. In the right column, rank the order of importance for their preservation, if they all still exist. (You will discover during the broadcast which objects still exist.)

Answers include: train car, telegram, copy of his address manuscript, black suit, stovepipe hat, black mourning band, photographer's equipment, copies of the various newspapers that covered the ceremony, five autographed copies of the speech.

## Student Activity #3:

Write each of your answers from the first two activities (places and objects) on a small piece of paper, and mix those pieces up in a hat or basket. One at a time, pull them out and place them in chronological order on a desk or table. Check your answers with the reading. How well did the places and objects help you to remember the story of Lincoln at Gettysburg?

## Student Activity #4:

Recall and record the small stories from this reading that helped you "get to know" Abraham Lincoln. How do we know these stories today? How might they have been changed over time?

Stories include: Lincoln and the small girl with flowers; Lincoln's decline of a speech; Lincoln absorbed in thought while riding in cemetery procession; Lincoln thanking Everett for his speech; Lincoln's reaction to his own speech.

## Student Activity #5:

List all of the responses to Lincoln's address at Gettysburg. Then affirm or refute the author's contention that criticism is a measure of significance.

For all Lincoln's careful preparation, it seemed for a while that he might not be able to attend the dedication ceremonies. On the day he was scheduled to go to Gettysburg, Tad [his son] was ill, and Mary Lincoln, recalling the deaths of her other boys, became hysterical at the thought that her husband would leave her at such a critical time. But so important and so weighty was the message he intended to deliver that he brushed aside his wife's pleas and about noon left Washington on a special train of four cars.

. . . The President was in good spirits, laughing and joking with his companions on the train. At one stop a beautiful little girl lifted a bouquet of rosebuds to the open window in the President's car, saying with her childish lisp, "Flowrth for the President!" Stepping to the window, Lincoln bent down and kissed the child saying "You're a sweet little rosebud yourself. I hope your life will open into perpetual beauty and goodness."

Arriving about five o'clock at Gettysburg, where David Wills and Edward Everett met his train, Lincoln was relieved to receive a telegram from Stanton: "Mrs. Lincoln informed me that your son is better this evening." After dinner at Wills's impressive mansion, Lincoln was called out to respond to a serenade by the Fifth New York Artillery Band. Never happy at extemporaneous speaking, the President apologized that he had "several substantial reasons" for not making a speech, the chief of which was that he had no speech to make. "In my position," he observed, "it is somewhat important that I should not say any foolish things." A voice from the crowd said, "If you can help it." "It very often happens," Lincoln responded, "that the only way to help it is to say nothing at all."

. . . Lincoln, after working for a while in his room at Wills's house to prepare a clean copy of his remarks, took it over to [Secretary of State] Seward's room, where he presumably read it to the Secretary.

On the morning of the nineteenth Lincoln, after giving the final touches to his address, made a clear copy and appeared at the door of the Wills house at about ten o'clock, dressed in a new black suit, with which the white gauntlets he was wearing sharply contrasted. His stovepipe hat bore a black band, to indicate that he was still mourning the death of his son Willie. After he mounted his horse, which some observers thought too small for so tall a man, there was a considerable delay before the procession got under way, and the President spent time shaking hands with the well-wishers who crowded about him. Finally the procession began, with four military bands providing music, and the President, along with his three cabinet officers, representatives of the military, and members of the Cemetery Commission representing the various states, made a slow march of about three-quarters of a mile to the burial ground. Recognizing the solemnity of the occasion, the President appeared somber and absorbed in thought.

At the speakers' platform, where he was joined by several governors of Northern states, Lincoln had to wait again until Edward Everett appeared . . . After an interminable invocation by the chaplain of the House of Representatives, which the irreverent John Hay called "a prayer which thought it was an oration," Everett began his two hour address. Contrary to expectations, it was not full of purple passages or rhetorical ornamentation. For the most part, it was a clear exposition, based on information provided by General Meade and others, of just what happened during those fiercely hot three days in July, when the nation's life hung in the balance. Everett had committed his long oration to memory, and most in the audience thought he recited it perfectly. . . Even though many in the audience had been standing for four hours, they listened with absorbed interest, and only toward the end did some break away from the crowd and begin informal exploration of the battlefield. It was a moving address and, according to Benjamin B. French, left "his audience in tears many times during his masterly effort." When Everett concluded, the President pressed his hand with great fervor and said, "I am more than gratified, I am grateful to you."

Then, after French's unmemorable hymn, hastily composed for the occasion, Lamon introduced the President of the United States. With his high penetrating voice, in which some listeners detected a strong Kentucky accent, Lincoln began. A little restive after Everett's long oration, many in the crowd focused on the unsuccessful efforts of a photographer to get his equipment in place to take a picture of the President.

Expecting another long speech, most thought that Lincoln was only getting underway when he pledged "that this government of the people, by the people, for the people, shall not perish from the earth" and sat down. So brief were his remarks that those in the audience came away with very different recollections of the occasion – whether Lincoln read his manuscript or relied on his memory, whether he made gestures, whether he inserted the phrase "under God" in his promise of a new birth of freedom, whether he was interrupted by applause.

Immediately afterward, Lincoln may have felt that his Gettysburg address was not successful. "Lamon, that speech won't *scour!*" he is supposed to have said, referring to plows used on the western prairies that failed to turn back the heavy soil and allowed it to collect on the blade. If he felt disappointment, it may have been because during so short an address there

was no time to build up the sort of rapport that a speaker needs with his audience, and its abrupt ending left listeners with a sense of being let down. No doubt his judgment was also affected by his fatigue and illness, which would prostrate him by the time he returned to the White House.

But responses to his address quickly made it clear that, however his words affected his immediate audience, they reached a general public. Most newspapers reporting the Gettysburg ceremonies properly devoted most of their attention to Everett's oration, but praise for the President's address mounted. "The dedicatory remarks by President Lincoln will live among the annals of man," announced the *Chicago Tribune*, in one of the earliest expressions of appreciation. In the *Washington Chronicle*, John W. Forney wrote that Lincoln's address, "though short, glittered with gems, evincing the gentleness and goodness of heart peculiar to him." The *Springfield (Massachusetts) Republican* carried a more extensive evaluation, probably written by Josiah G. Holland, who called Lincoln's "little speech. . . deep in feeling, compact in thought and expression, and tasteful and elegant in every word and comma." "We know not where to look for a more admirable speech than the brief one which the President made," declared the *Providence Journal*, asking whether "the most elaborate and splendid oration [could] be more beautiful, more touching, more inspiring, than those thrilling words of the President." "The few words of the President were from the heart to the heart," wrote George William Curtis, the editor of *Harper's Weekly*, who called the address "as simple and felicitous and earnest a word as was ever spoken."

The impact of the speech could be measured in the number of times that the President was asked to provide autograph copies of his Gettysburg address. There are at least five copies in Lincoln's own handwriting – more than for any other document Lincoln wrote – and doubtless others have been lost.

Another measure of its significance was the criticism that opponents leveled against it. The earliest attacks simply condemned "the silly remarks of the President," but abler critics recognized the importance of Lincoln's argument. Accusing the President of "gross ignorance or willful misstatement," the *New York World* sharply reminded him that "This United States" was not the product of the Declaration of Independence, but "the result of the ratification of a compact known as the Constitution." A compact that said nothing whatever about equality. Similarly Wilbur F. Storey of the ultra-Democratic *Chicago Times* recognized that in invoking the Declaration of Independence Lincoln was announcing a new objective in the war. Calling the Gettysburg address "a perversion of history so flagrant that the most extended charity cannot regard it as otherwise than willful," Storey insisted that the officers and men who gave their lives at Gettysburg died "to uphold this constitution, and the Union created by it," not to "dedicate the nation to `the proposition that all men are created equal.'" The bitterness of these protests was evidence that Lincoln had succeeded in broadening the aims of the war from Union to Equality and Union."

# Career Cards

## career profiles of the experts interviewed in the program

*There are so many great jobs for those who love history, and there's a lot that goes into preserving and interpreting documents, building, events, and people of the past. Here's a bit of information about each of our featured experts in the Big Deal program.*

*Do any of these jobs sound like a match for YOU someday?*

- If you are interested in a career in history. . .

place these Career Cards in order of preference. Make a flow chart showing the steps you might take in order to enter this specific career field. If you can already demonstrate the skills and traits necessary, create a short resume. But if there are skills and traits you will need to develop, include the steps for their development in your flow chart.

- If you are not interested in a career in history . . .

conduct an interview with someone who has a job in which you are interested. You can use the questions from these Career Cards. Then, make a flow chart showing the steps you might take in order to enter this career field.



# **Jim Getty**

## **Lincoln Historian and Portrayer**

### **YOUR DUTIES INCLUDE:**

*research, speaking, research, writing, research, travel, and more research.*

### **YOUR EDUCATION & TRAINING:**

*I taught choral music for 19 years, and so when I went into this new field, I taught myself all about early United States and Civil War history.*

### **I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*people told me I looked like Lincoln when I grew a beard.*

### **MY FAVORITE THING ABOUT THIS JOB IS . . .**

*meeting new people, learning new things, and seeing new places.*

### **MY BIGGEST CHALLENGE IS . . .**

*the amount of preparation for each speaking engagement, and the travel schedule.*

### **SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*self-confidence, time management, and good health!*

### **I WANT KIDS TO KNOW THAT . . .**

*there will always be good and bad days at any job. One needs to be committed to their job . . . as Lincoln himself was!*

**Greg Goodell**  
**Chief of Museum Services**  
**Gettysburg National Military Park**

**YOUR DUTIES INCLUDE:**

*caring for important Civil War artifacts and papers.*

**YOUR EDUCATION & TRAINING:**

*I have two degrees in American History. I first worked for the National Archives where I learned the principles of historical collections management through job training and lots of experience.*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*I was about 10 years old.*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*getting to be the person who sometimes gets to look at important historical artifacts before anyone else!*

**MY BIGGEST CHALLENGE IS . . .**

*having to wear so many different “hats” in my job, and yet this does make work more interesting.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*attention to detail, a love of the past and the items it produces, an interest in constantly learning new things, and the ability to listen to people.*

**I WANT KIDS TO KNOW THAT . . .**

*history careers are not just limited to teaching. There are a lot of opportunities to practice professional history.*

**Dr. Allen Guelzo**  
**Professor of History, Gettysburg College**

**YOUR DUTIES INCLUDE:**

*overseeing a program of Civil War courses which form the basis for a minor in Civil War Era Studies at Gettysburg College.*

**YOUR EDUCATION & TRAINING:**

*Ph.D in history from the University of Pennsylvania. (Oddly, I never took a course in Civil War history either as an undergraduate or graduate student, and wrote my doctoral dissertation on 18<sup>th</sup>-century American philosophy. You might say that I am totally untrained for this job. I keep hoping it doesn't show.)*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*in 1978, I found out that there was a Gettysburg College, parked right on the Gettysburg battlefield. I even sent away for a college catalogue, so I could calculate when the next retirements among the History department faculty would likely occur.*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*that I get to do all this great Civil War stuff, and they pay me for it.*

**MY BIGGEST CHALLENGE IS . . .**

*going home at 5 p.m.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*Sitzfleisch – a German word I was taught long ago which more-or-less communicates the need for persistence, application, and the temperament to sit through a horrendous amount of drudge-work in archives and libraries to get just the facts you need.*

**I WANT KIDS TO KNOW THAT . . .**

*the Civil War is a story that never grows old . . . that Abraham Lincoln was an authentically great man . . .and that nothing falls into your lap without working very hard to get your lap ready.*

**Troy D. Harman**  
**Park Ranger**  
**Gettysburg National Military Park**

**YOUR DUTIES INCLUDE:**

*presenting history to the public, face-to-face.*

**YOUR EDUCATION & TRAINING:**

*Bachelors and Masters degree in history (working on a Ph.D), and I've worked at several national parks related to the Civil War.*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*I took a field trip in high school to Appomattox Courthouse, where Lee surrendered to Grant to end the Civil War.*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*creating new programs for Gettysburg visitors.*

**MY BIGGEST CHALLENGE IS . . .**

*remaining creative in the midst of much day-to-day regulation and paperwork.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*self-motivation and desire to constantly improve.*

**I WANT KIDS TO KNOW THAT . . .**

*you can genuinely move people with thoughts and ideas.*

**D. Scott Hartwig**  
**Supervisory Historian**  
**Gettysburg National Military Park**

**YOUR DUTIES INCLUDE:**

*planning historical interpretive programs, researching and writing on the Civil War, writing work schedules and presenting interpretive talks about Gettysburg.*

**YOUR EDUCATION & TRAINING:**

*Bachelor's Degree from the University of Wyoming, and many training courses over the course of my career with the National Park Service.*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*visiting Gettysburg as a kid.*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*helping people understand how the Civil War shaped who we are today and what we believe we stand for as a country.*

**MY BIGGEST CHALLENGE IS . . .**

*writing work schedules in the summer when we have a large staff and are doing a wide variety of programs.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*ability to work with people, interest in history, patience and understanding.*

**I WANT KIDS TO KNOW THAT . . .**

*history shapes who you are and what you believe in. When you get past memorizing dates and other boring things, and you learn about the people who lived before you, and how they coped with great challenges, you'll find out just how exciting and cool history really is.*

**Wayne E. Motts**  
**Executive Director**  
**Adams County Historical Society**

YOUR DUTIES INCLUDE:

*running the county historical society.*

YOUR EDUCATION & TRAINING:

*six years of college with a Bachelor's and Master's degree, and work experience for non-profit organizations.*

I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .

*I gave my first talk on the battle of Gettysburg to a group when I was 14 years old.*

MY FAVORITE THING ABOUT THIS JOB IS . . .

*working with people.*

MY BIGGEST CHALLENGE IS . . .

*raising money to pay all our bills as we rely very much on donations.*

SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:

*good organization, enthusiasm, love of detail, and you must enjoy working with people.*

I WANT KIDS TO KNOW THAT . . .

*not everyone who has a history degree needs to go into teaching.*

**Jennifer A. Roth**  
**Museum Manager**  
**The David Wills House**

**YOUR DUTIES INCLUDE:**

*responsibility for the oversight of museum operation and policy, program and exhibit development, fiscal administration, marketing and development.*

**YOUR EDUCATION & TRAINING:**

*Bachelor's degree in Anthropology, and worked as a professional archaeologist, and then as a museum manager.*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*I visited the Carnegie Museum of Natural History as a child. I always wanted to know what was behind the scenes at such a place.*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*being the caretaker of a site with such national significance. I love seeing people changed by museum experiences.*

**MY BIGGEST CHALLENGE IS . . .**

*in the museum world as in most jobs, there is never enough time or money to accomplish all the goals you set for your institution.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*You need to be a leader and develop good leadership skills. You must understand financial budgets, do math, and work with spreadsheets. You need good computer skills, customer service skills, and problem solving skills. You also need excellent communication skills, both in writing and speaking.*

**I WANT KIDS TO KNOW THAT . . .**

*Museums are not always boring places. And kids need to have a voice in our museums because they hold the keys to the museums of the future!*

**Barbara J. Sanders**  
**Education Specialist**  
**Gettysburg National Military Park**

**YOUR DUTIES INCLUDE:**

*working with students and teachers about all aspects of the battle of Gettysburg and Lincoln's Gettysburg Address -- leading field trips, teacher workshops. . . I even got to help design our new museum!*

**YOUR EDUCATION & TRAINING:**

*I have a Master's degree in Teaching and Museum Education, and have had the opportunity to work in all kinds of museums – children's museum, art museum , archaeology museum – before starting my National Park Service career.*

**I FIRST KNEW I WANTED TO DO THIS JOB WHEN . . .**

*I first knew I wanted to work at a museum or historic site during a middle school field trip to the Smithsonian Institute. James Madison's shoe buckle was inside a glass box, and although I didn't know much about him, I really couldn't believe that was his actual shoe buckle!*

**MY FAVORITE THING ABOUT THIS JOB IS . . .**

*being in the middle of the fields of Pickett's Charge with students on a warm spring day . . . and getting paid for it!*

**MY BIGGEST CHALLENGE IS . . .**

*convincing school administrators that field trips are not wasted school days, but in fact can be the days that students learn and remember the most of all.*

**SOME SKILLS & TRAITS THAT YOU MIGHT NEED FOR THIS JOB INCLUDE:**

*a love of the outdoors and kids of all ages; public speaking ability, knowledge of the Civil War, and ability to research and organize historical facts; creativity.*

**I WANT KIDS TO KNOW THAT . . .**

*finding a job that you love and that you feel is important is far more important than the amount of money you make at that job!*



## PART 3: The Soldiers' National Cemetery      Focus: Leaders and Events

### BACKGROUND

Lessons to present *before* viewing Part 3

- **Identifying the Dead** is a short reading on the process of burial and the aftermath of the battle of Gettysburg.
- **The Soldiers' National Cemetery** includes a map plus soldier biographies and other points of interest;
- **The Gettysburg Address** explores key words and phrases within this historic speech;

### DISCUSSION

Sample questions for facilitated discussion immediately *after* viewing Part 3

- *After the second segment, we talked about buildings and artifacts. In this segment, there were no buildings, but there were artifacts . . . what are the artifacts in the National Cemetery?*
- *After the first segment, we talked about letters, diaries and other primary sources. There were no letters or diaries in this segment, but we did learn about a speech. What line in that speech seemed to mean the most to Ellie? What line do you think meant the most to the families of the fallen soldiers? What line is most meaningful to you?*
- *Which character changed the most from the time he or she arrived in Gettysburg to the time he or she left Gettysburg? In what way did that person change? What specifically changed them?*
- *The ranger explained that the characters and storyline are fictional, but do you think there are ever real threats to the integrity of places like Gettysburg? What development projects do you feel would be acceptable on or near the battlefield? Unacceptable?*
- *This program helped us to piece together some of our history using letters and diaries, buildings and artifacts, and learning about leaders and events. These things not only tell us about past Americans, but they also inform us about who we are as Americans . . . and what our VALUES are? Which recent national decisions and headlines have been based on our American ideals and values?*

### APPLICATIONS

Projects to assign for homework or to work on together during class time *after* Part 3

- **Research Another Speech** made by a wartime President (Wilson, FDR, Truman, Johnson, Bush, Obama), and compare its objectives to the Gettysburg Address. How are they alike, and how are they different?
- **Conduct Experiments on Identification.** Have three students anonymously empty their pockets and place the contents in envelopes marked 1, 2, and 3. Have the rest of the class attempt to identify these students based solely on these items. Correlate their level of difficulty with the aftermath of the battle of Gettysburg.
- **Create Posterboard Displays** on the most important national or international event that has occurred during your lifetime. Their displays should include the date of the event, its chronology, leaders and consequences and should have as many pictures as possible. Be prepared to defend the importance of your chosen event.

# Identifying the Dead

*Have your students read the following excerpt from “A Patriotic Landscape: Gettysburg 1863-1913” by John S. Patterson, and answer the Questions for Thought and Discussion in small groups or on their own as an assignment. New vocabulary words are in bold print, and can be defined as a classroom exercise before you begin.*

*For younger students, small passages of the reading can be read aloud to the class, or this exercise can be bypassed altogether if its subject matter is too difficult or considered unsuitable.*

“What makes Gettysburg **immortal**,” William E. Barton suggested in 1930, “is less the military victory than the speech of Lincoln.” . . .

From a distance or through the selective glaze of memory the battle might be viewed as a grand spectacle, but, seen close up, the event which thrust the rural Pennsylvania county seat into national prominence was first of all a disaster of incredible proportions. “It seemed as if a furious hurricane had passed over our town,” one resident declared soon after the battle, “sweeping with destructive violence everything before it.” The bodies of some 6,000 dead soldiers – well over twice the total population of Gettysburg – were hastily gathered into shallow graves on farmers’ trampled fields; more than 20,000 wounded men were crammed into every available space in churches, schools, homes and sheds; the carcasses of several thousand dead horses, bloated by the heavy rains which came soon after the battle, rotted in the summer heat; and a steady stream of anxious relatives, curiosity seekers, and vandals provided a further strain on the depleted resources of the community.

On the sixth of July, while the readers of Northern newspapers were already devouring descriptions which emphasized the grandeur of the battle and the magnitude of the Union victory, a reporter from the Philadelphia *Public Ledger* toured the battlefield and then filed a chilling account of the mundane horrors he had encountered: “I visited this morning the cemetery hill, and for nearly a mile beyond, where the greatest storm of the battle took place. Here many of the rebel dead yet lie unburied, every one of their pockets turned inside out. Many rebel wounded lie in the wood adjacent, and the air is polluted with a heavy sickening, disgusting stench. Thanks for the heavy rain we have had, carrying off much of the blood, otherwise I do not see how people could live here. As it is, it is the most disgusting atmosphere I ever breathed . . .”

It was virtually in the midst of these appalling scenes that plans for the Soldiers’ National Cemetery began to take shape. On July 24<sup>th</sup>, David Wills, a Gettysburg attorney who had been overseeing the removal of the bodies of Pennsylvania soldiers from the battlefield, directed a letter to Governor Andrew C. Curtin in which he urged “the propriety and actual necessity” of acquiring land for “a common burial ground for the dead, now only partially buried over miles of country around Gettysburg.”

. . . transportation and communication systems were undergoing dramatic development: railroads now made some of the battlefields more accessible, for example, and photography made it possible to bring images of war’s destructiveness into homes far from the scenes of the battle. The impressive Union victory at Gettysburg, combined with the awesome scale of the fighting and the relative **accessibility** of a battlefield on Northern soil offered unique opportunities for the **commemoration** of the fallen heroes . . .

Certainly the expensive and painstaking effort which was made to identify the Union dead – and at the same time to ensure that no rebels found their way into the cemetery by mistake – was unequalled in previous American experience. As David Wills pointed out, some Northern soldiers initially lay in graves which had only been marked with a penciled notation on a board, while the graves of many others were not marked at all. “To preserve their identity,” Wills commented, “I deemed it very important to have the removals of the dead made as soon as possible.” Between October 1863 and March 1864, at a cost of \$1.59 per body, 3354 bodies were **exhumed**, placed in coffins furnished by the War Department, transported to Cemetery Hill, and reburied in the grounds set aside for the Soldiers’ National Cemetery. As each grave was opened, any clues which might

aid in the identification of an individual soldier – a diary, a signature in a pocket Testament, letters, **daguerreotypes**, initials scratched onto military equipment – were carefully recorded. When the work was completed, hundreds of men whose remains otherwise would have been lost in unknown or imperfectly marked graves had been positively identified. In the process of gathering the bodies, Samuel Weaver, who supervised the operation, accumulated nearly three hundred packages containing articles which had been carried into battle by the men.

The “List of Articles” which Weaver drew up and included as part of his report, provides one of the most moving of all the tributes to the dead soldiers . . . it simply identifies the physical possessions which were, quite literally, closest to the men at the moment when they died. With its clues to the pleasures, fears, hopes and commitments of young men now dead, Weaver’s list . . . does provide a record of American heroism . . .

- William S. Hodgdon, Company F, 20<sup>th</sup> Regiment, letter and fish hook.
- Unknown, 20<sup>th</sup> Regiment, Testament, and letter signed Anna Grove.
- A. Calhoun, diary
- S.R. White, Company C, 20<sup>th</sup> Regiment, Stencil plate and two cents
- Unknown Corporal, **ambrotype** of female

. . . But there were many other questions to be resolved in the creation of the Soldiers’ National Cemetery – and in 1863 there were few obvious answers. What *was* a “national” cemetery? Who would pay for it? How should it be laid out? What memorial for the soldiers could pay appropriate tribute to their individual worth and dignity, and, at the same time, provide a suitably impressive overall effect?

To resolve the problems involved in producing a satisfactory design, Wills turned to William Saunders, landscape gardener who had recently moved to Washington to work for the Department of Agriculture. The choice proved to be an excellent one. Saunders first visited Gettysburg about six weeks after the battle, and was soon convinced that “the remains of the soldiers from each State would be laid together in a group.” However, Saunders also quickly grasped both the practical difficulties in developing such an arrangement and their broader implications. The unevenness of the ground was one cause for concern, he noted, for “some [graves] would of necessity be placed in the lower portions, and this an apparently unjust discrimination might be inferred.” Moreover, the various States had suffered widely different numbers of casualties and would therefore require unequal amounts of space for their burials. New York needed more than 850 spaces, for example, while Illinois required only six; but this surely didn’t mean that New York should be awarded a central position and Illinois relegated to an **obscure** corner of the grounds.

. . . His design managed to combine impressive monumentation with elaborately “simple” landscaping. Rather than a long, straight parade-ground style of arrangement, Saunders adopted a semi-circular plan in which the graves were grouped around a central monument. In this way, as he explained, “The ground appropriated to each State, is part, as it were, of a common centre; the position of each lot, and indeed of each **interment** is relatively of equal importance, the only differences being that of extent, as determined by the number of interments belonging to each State.” The overall effect which Saunders sought was one of “simple **grandeur**.” To achieve it, he tried to balance the “quiet beauty” of ample lawns and carefully limited plantings with a substantial monument surrounded by absolutely uniform markers (no differentiations were made on the basis of rank).

“A few days before the dedication of the grounds,” Saunders later recalled, “President Lincoln sent word to me that he desired me to call at his office on the evening of the 17<sup>th</sup> (November 1863) and take with me the plans of the Gettysburg Cemetery. I was on hand at the appointed time, and spread the plan on his office table, he took much interest in it, asked about its surroundings about Culp’s Hill, Round Top and seemed familiar with the **topography** of the place, although he had never been there. He was much pleased with the method of the graves, said it differed from the ordinary cemetery and, after I explained the reasons, said it was an admirable and befitting arrangement.”

By the time the President left for Gettysburg, only about one-third of the reburials in the Soldiers' National Cemetery had been completed and the countryside was still deeply scarred by the battle. But the groundwork had been laid for what was widely recognized at the time as an extraordinary commemorative undertaking. "The consecration ceremonies will be the most interesting ever witnessed in the United States," declared an article in the Cleveland *Plain Dealer* shortly before the dedication ceremonies. "On the Gettysburg battlefield will be witnessed one of the most imposing spectacles in this century, and the ground . . . will be one of the most sacred spots in the Union."

## **For Thought and Discussion**

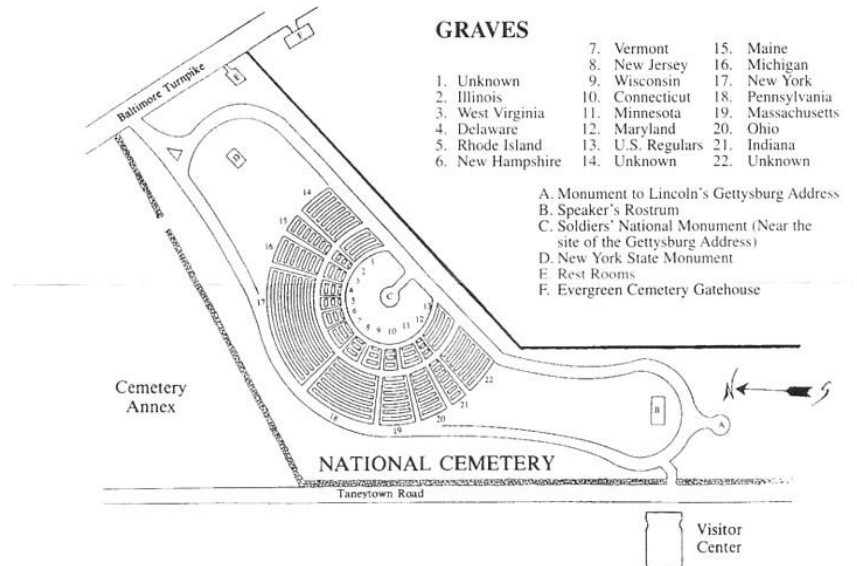
1. Do you agree with the statement that "What makes Gettysburg immortal is less the military victory than the speech of Lincoln?" Explain.
2. Contrast the "grandeur" of battle with the scene of its aftermath. Do you think that the people reading accounts of the battle in 1863 could comprehend its horror? What may have aided them?
3. Imagine yourself as a member of the detail removing 3354 bodies from hastily dug battlefield graves to the new cemetery. Describe the physical and emotional difficulties that you encounter.
4. The process of identifying the dead was carefully and painstakingly accomplished, yet many of the soldiers would remain unknown. Why? Is it likely or unlikely that we will have unknown soldiers in the future? Why or why not?
5. What did Lincoln think of Saunders' plan?
6. Reread the last quotation in the article (by the Cleveland *Plain Dealer*). Do you agree or disagree with this statement? Why? What other places, and/or memorials does our nation hold sacred? Which are special to you?
7. Are there any soldiers from the Civil War or other American conflicts buried in your hometown? How are their graves marked? Does your community hold any special ceremonies to commemorate their service? If so, what do they do?

# The Soldiers' National Cemetery

includes a map plus soldier biographies and other points of interest.

## NATIONAL CEMETERY

### Walking Tour



- A. The Lincoln Speech Memorial honors Abraham Lincoln's Gettysburg Address, delivered at the Cemetery's dedication ceremonies four and a half months after the battle. It is one of the few memorials in the world dedicated to honor, not the man, but the speech he gave.
- B. The Speaker's Rostrum was built later, in 1879, and many famous American leaders have spoken from its platform, including six United States presidents.
- C. The Soldiers' National Monument honors all of the fallen soldiers. The monument includes five mythical figures: a soldier representing War; a woman writing upon a tablet representing History; a woman holding a sheaf of wheat representing Plenty; a mechanic representing Peace and Industry; and Lady Liberty on the high pedestal.

There are all kinds of leaders – quiet ones, brave ones, those that are leaders by rank, and others who lead by setting an example of hard work and honesty. Below is a sampling of three “leaders” from the battle of Gettysburg, buried in the Soldiers' National Cemetery. What traits made these men good leaders?

**Sergeant William T. “Willie” Ambler** was the oldest of four children in a very close-knit and fun-loving family from New York. He was loved by all who knew him, a significant accomplishment for one who was only 18 when he died fighting along Cemetery Ridge during the second day’s fighting at Gettysburg. Willie sent as much money home as he could spare, since his father had died in 1851 and he was considered the man of the house. In February, 1863 while sick in a Washington D.C. hospital, he wrote home to his sister:

*I have just got my pay today and I am going to send you a little present and at the same time send Mother \$60 – I received 6 months pay. . . I would like be home and have a snow ball fight with you first rate. I guess if you would let me make 5 or 6 snow balls ahead I could stand you and Albert – yes and Lewis to for that matter, and make you all run. . . Give my love to all.*

On July 17, 1863, Sergeant Ambler’s mother received the following letter:

*Madam, It is with painful feelings that I inform you of the death of our beloved Willie. He was killed instantly at the battle of Gettysburgh, by a solid shot entering his right shoulder and passing through his left side. He was gallantly performing his duty, and died as a soldier should die, beloved by those in command over him, and by those he commanded. He was always prompt to do his duty, and although he enlisted as a private, he had risen to fill the position of a Sergeant, and was in a fair way of promotion.*

He is buried within the New York section of the Gettysburg Soldiers’ National Cemetery.

**Sergeant Isaac S. Osborne** was a good and brave soldier, but most importantly he was a good father, even when the duty of war took him away from his children. Isaac was the color sergeant of his regiment, meaning he was responsible for holding the regimental flag steadfastly in battle. It was while doing this that he died during the second day of fighting at Gettysburg. Before that battle, he sent a letter home to his oldest son, Jerome:

*Know you my son if I am far away from you that I love you and your little brother just as much as if I was with you, but God only knows whether I will ever see either of your faces again in this world. But my dear children I want you to be good and kind to all and go to Church as often as you can and take your little brother with you and learn him to love God . . . But there [is] another great battle to be fought in a few days again and your father will be in it without any doubt – and if your father falls it will be at the head of his brave company and for the Union and the peace of our Country. My dear children I will to a close by asking you to always be true to your Country as your father has and ever will be.*

He is buried within the Pennsylvania section of the Gettysburg Soldiers’ National Cemetery.

**Sergeant Amos Humiston** was a harness maker in Portville, New York. Before he married, he was a sailor and had even gone on whaling voyages to the South Pacific. Thinking that his adventurous days were behind him, he happily settled down to raise a family. His sense of duty to his country, however, overwhelmed him at last and, in the Spring of 1862, he enlisted in the 154<sup>th</sup> New York Volunteer Regiment. At that time, another man in Portville was also considering enlistment but questioned his abilities and strength during the long, hard marches. “Come on,” said Humiston, “I will carry your musket for you.”

Humiston was killed in action on July 1, 1863 at Gettysburg. Although he died in service to his country, he is best known to us for his devotion to his three small children. A young woman came upon the dead soldier Soon after the battle, lying with his hands folded on his chest, and their photograph just fallen from his grasp. No other possessions remained to identify him. A description of the photograph was circulated in magazines and newspapers, and reached Philinda Humiston, his wife, who had not heard from her husband since the battle and who had recently sent to him a picture just as described. Had his last act not been to look at a photograph of young Franklin, Fred and Alice, Amos might have been laid to rest in an unmarked grave.

He is buried within the New York section of the Gettysburg Soldiers’ National Cemetery.

# THE GETTYSBURG ADDRESS

## PURPOSE

To provide students with an opportunity to read and comprehend the intent behind President Lincoln's famous speech from November 19, 1863.

## PROCEDURE

Make copies of Lincoln's Gettysburg Address (see handout on next page) for each student. After your study of the Battle of Gettysburg and its aftermath, explain the importance of the Soldiers' National Cemetery and Lincoln's message at its dedication. Discussion of the speech can occur after students have shared in its reading. Underlined words have been defined in the margin, and sources for further understanding are available.

# THE GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal.

(Eighty)  
(begun)  
(idea)

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure.

(involved)  
(last)

We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.

(set aside)

It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground.

(make holy)

The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract.

(take away)

The world will little note, nor long remember, what we say here, but it can never forget what they did here.

It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have, thus far, so nobly advanced.

(with greatness)

It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause

(loyal feeling)

**for which they gave the last full measure of devotion –  
that we here highly resolve that these dead shall not have died in vain –  
that this nation, under God, shall have a new birth of freedom –  
and that government of the people, by the people, for the people,  
shall not perish from the earth.**

(died)  
(decide)  
(for no reason)  
  
(disappear)